



## The Effect of Teacher Motivation in Mediating Commitment and Professional Competence on Teacher's Performance of Vocational School in Blora Regency

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### Info Artikel

#### History Articles:

Recived 10<sup>th</sup> March  
2019

Accepted 15<sup>th</sup> August  
2019

Published 23<sup>th</sup>  
December 2019

#### Keywords:

Commitment,  
Professional  
Competence,  
Motivation,  
Teacher's  
Performance.

### Abstract

Teacher performance is influenced by several factors, including teacher commitment, teacher professional competence and teacher motivation, the higher the commitment, professional competence and motivation of a teacher, the better the performance. The purpose of this study is to obtain concrete evidence about teacher motivation in mediating the effect of teacher commitment and teacher professional competence on learning outcomes. This research used a quantitative approach with a hypothesis study research design. The population of this study was 297 Vocational High School teachers in Blora Regency. The sampling technique used purposive sampling. So that a final sample of 109 people was obtained. Data analysis techniques using descriptive and inferential statistical analysis techniques. The results showed that commitment had a direct influence of 34% on teacher performance. Professional competence has a direct influence of 26.1% on teacher performance and teacher motivation has a direct effect of 44.5% on teacher performance. Commitment has an indirect effect of 11.1% through motivation on teacher performance and professional competence has an indirect effect of 24.2% through teacher motivation on teacher performance.

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## INTRODUCTION

Quality of human resources are the 21st century's command to be able to face global challenges in meeting the needs of the Business World and / or the Industrial World. Quality human resources are only obtained from professional teachers and quality schools. As Sahlberg, states that a modern economy with a labor market requires people with skills, knowledge that cannot be developed in low quality schools. This is reinforced by Ayhan's opinion, that a very important thing in the country's economy is to produce high-quality labor (Endang, 2014: 108). Based on this opinion it can be concluded that vocational teachers are required to be able to provide work readiness provisions in the form of a set of skills and behaviors needed for work. The teacher declaration as an area of work launched by president Susilo Bambang Yudhoyono is an early indication of a serious commitment from the Indonesian government to improve teacher quality. Then the government passed the Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers (Law No. 14 of 2005) Article 1 point 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in secondary education. The position of the teacher as a professional as explained in article 2 paragraph (1) serves to improve the dignity and role of the teacher as a learning agent functions to improve the quality of national education (Law No. 14 of 2005, Article 4).

Performance is the result of quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. High and low performance of workers is closely related to the reward system implemented by the institution / organization where they work. The giving of improper rewards can affect the performance of someone in Mangkunegara (2001: 67). As a professional teacher, they are required to have a good performance, therefore based on the above definition it can be concluded that the performance of a teacher is assessed based on quality and quantity. Factors that can affect teacher performance based on the opinion of Gibson (1995: 56) in Suharsaputra (2010: 147) that a person's performance in carrying out their roles and functions is influenced by: (a) Individual Variables, (b) Organizational Variables, (c) Variables Psychological.

Thus it can be interpreted that teacher performance can be influenced by individual variables which means the ability of a teacher in the capacity of his teacher's profession, then organizational variables which means commitment and devotion to the place where the teacher teaches

and finally is a psychological variable, that is his motivation in carrying out the teaching profession. It was further strengthened by the opinion of Mathis. L. Robert and Jackson. H. John (2001: 82) that the factors that affect the performance of individual workforce, namely: (1) their abilities, (2) motivation, (3) support received, (4) the existence of the work they do, and (5) their relationship with the organization. Then this is in line with the opinion of Mangkunegara (2001: 67) states that the factors that affect performance include: (1) the psychological ability of employees consists of potential ability (IQ) and reality ability (education). Therefore employees need to be placed in jobs that are appropriate to their field of expertise, (2) motivational factors that are formed from the attitudes of an employee in dealing with work situations. Based on the description above, the authors conclude that commitment, professional competence and teacher motivation can affect teacher performance.

There are a number of relevant studies relating to the problem that will be examined in this study that can provide support so that the teacher's performance deserves to be examined. Research from M. Syafriadi (2015) on the analysis of the effect of commitment, professional competence and teacher motivation on teacher performance in Madrasah Aliyah Private (MAS) Plus Padang Ganting Tanah Datar District. The results of the study show that the performance of certified teachers both PNS and non PNS in Private Madrasah Aliyah (MAS) Plus Padang Ganting Tanah Datar District has a good performance. The second study by Alwi (2018) on the analysis of the influence of teacher professionalism and teacher motivation on teacher performance in SMA Negeri 1 Pariangan Tanah Datar District. The results of this study are the professionalism of teachers has a positive and significant effect on the performance of teachers in the State High School 1 Pariangan Tanah Datar District, as well as the influence of teacher professionalism and motivation simultaneously affect teacher performance. Research from Romadhon, Candra and Arifah, Dista Amalia (2015)

Based on this framework, the research hypotheses proposed in this study are :

- H<sub>1</sub> : Commitment had a positive effect on teacher performance.
- H<sub>2</sub> : Professional competence had a positive effect on teacher performance.
- H<sub>3</sub> : Commitment had a positive effect on teacher motivation.
- H<sub>4</sub> : Professional competence had a positive effect on teacher motivation.
- H<sub>5</sub> : Motivation had a positive effect on teacher performance.
- H<sub>6</sub> : Teacher motivation significantly mediate the effect of commitment on teacher performance.

H<sub>7</sub>: Teacher motivation significantly mediate the effect of professional competence on teacher performance.

Searching for previous research that examines teacher performance, research gaps are still found, which include differences in results between researchers. Motivation significantly mediates the effect of professional competence on teacher performance found by Mustiningsih, et al (2016). In contrast to the research of Romadhon, Candra and Arifah, Dista Amalia (2015) which shows the results that organizational commitment, professional commitment and leadership style influence job satisfaction not through motivation.

Based on the problem description outlined above, it provides an opportunity for researchers to carry out further research and in-depth analysis by raising the title "Analysis of Teacher Motivation in Mediating the Effect of Commitment and Professional Competence on Teacher Performance in Vocational High Schools (SMK) in Blora Regency". Researchers want to prove whether the commitment and professional competence variables significantly influence teacher performance through motivation variables and how much influence. The purpose of this study is (1) to analyze how much influence the commitment to teacher performance, (2) to analyze how much influence the professional competence of teachers on teacher performance, (3) to analyze how much influence the commitment to teacher motivation, (4) to analyze how much influence the professional competence of teachers on teacher motivation, (5) to analyze how much influence motivation on teacher performance, (6) to analyze how much the role of motivation in mediating the effect of commitment on teacher performance, and (7) to analyze how big the role motivation in mediating the effect of professional competence on teacher performance.

## METHOD

This study uses a quantitative approach and hypothesis study research design to test the effect of the independent variables namely commitment, professional competence and motivation on the dependent variable namely teacher performance. Hypothesis testing in data analysis is done by using inferential statistics and parametric statistics. The population of this research is 297 Vocational High School teachers in Blora Regency.

In the sampling technique there are some basic guidelines in determining sample size, including Arbitrators, Cost Approaches, Similar Research, Allotment and statistical approaches. (Ferdinand, 2014: 174). In this study, researchers refer to the cost approach and similar research, namely the method of determining the sample based on similar studies that have been done before, namely from the research Badjuri Ahmad (2009).

The sample approach that researchers use is non-probability samples by using purposive sampling technique, namely determining the sample with certain considerations. According to Ferdinand (2014: 176), "in non-probability sampling, population elements are chosen based on their availability or because of the researchers' personal considerations that they can represent the population". The researcher considers that the A-accredited State Vocational School can represent the population because there are many teachers in the school who are certified but there are still many who do not hold a master's degree, so a sample of 172 teachers from A-accredited State Vocational School teachers is chosen. Based on the sample and the response rate of the total respondents in this study as many as 172 teachers, questionnaires were distributed as many as 172, questionnaires were not responded as many as 60, questionnaires were damaged or could not be used as many as 3 and questionnaires that can be used are as many as 109, then the rate of return questionnaire and can be processed:  $109/172 \times 100\% = 63\%$  with the number of final respondents as many as 109 people. The data collection technique used was a questionnaire technique. The research instruments were: (1) commitment questionnaire, (2) professional competency questionnaire, (3) teacher motivation, and (4) teacher performance questionnaire in the form of a Likert scale.

Indicators of commitment variables used are: (1) affective commitment, (2) normative commitment, and (3) continuance commitment. Indicators of professional competency variables used are: (1) ability for professional development, and (2) ability to master learning material. Indicators of motivational variables used are: (1) encouragement and efforts to achieve, (2) encouragement and efforts to get rewards, and (3) encouragement and efforts to affiliate. Indicators of teacher performance variables used are: (1) learning planning, (2) mastery of the material, (3) teaching methods, (4) ability to communicate, and (5) ability to assess.

The testing of the research instrument was carried out with a validity test and a reliability test on a sample of 10 respondents through the SPSS 25.0 program. Validity test is done by testing the corrected item-total correlation. The reliability test was carried out using the Cronbach alpha formula.

The data analysis technique used is descriptive statistical analysis techniques and inferential statistical analysis techniques. Descriptive statistical analysis was performed by finding index values to then interpret the scores based on the Likert scale intervals of the research variables. Following is the index value formula :

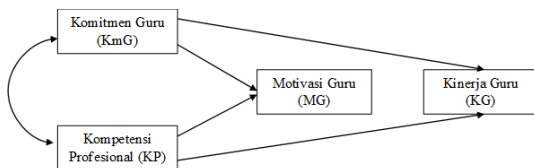
$$\text{Index Value} = ((\%F1x1) + (\%F2x2) + (\%F3x3) + (\%F4x4) + (\%F5x5)) / 5$$

F1 = Frequency of Respondents who answered 1  
 F2 = Frequency of Respondents who answered 2  
 And so on F5 to answer 5 of the scores used in the questionnaire. (Ferdinand, 2014:231).

Then to interpret the index value, it is done by interpreting the score based on the Likert scale interval. In determining the interpretation criteria for the score the author uses the interval formula, namely:  $I = 100 / \text{total score (Likert)}$ .  $I = 100/5 = 20$  (interval interval from 0% to the highest 100%). The following criteria for interpretation of scores based on intervals are as follows :

- Angka 0% – 19,99 % = Very (Not Good)
- Angka 20% – 39,99 % = Not Good
- Angka 40% – 59,99 % = Adequate / Neutral
- Angka 60% – 79,99 % = Good
- Angka 80% – 100 % = Very (Good)

Inferential statistical analysis includes: classical assumption test, path analysis and hypothesis testing. Classic assumption tests include: normality test with Kolmogorov-Smirnov (K-S), multicollinearity test by looking at tolerance values and Variance Inflation Factor (VIF), and heteroscedasticity test with the Glejser test. Path analysis using the model in Figure 1 below :



**Figure 1.**

Equation :

Model I :  $MG = b1K + b2KP$

Model II :  $KG = b1K + b2KP + b3MG$

While the direct effect test is done by using a t test.

**RESULTS AND DISCUSSION**

Based on the results of descriptive statistical analysis, obtained a commitment index value of 79.0% included in the category of numbers 60% - 79.99% (Good). Analysis of professional competency description, obtained a professional competency index value of 83.1% included in the category of numbers 80% - 100% (Very Good). Analysis of motivation description, obtained a motivation index value of 81.9% included in the category of numbers 80% - 100% (Very Good). Analysis of teacher performance descriptions, obtained teacher performance index values of 83.5% included in the category of numbers 80% - 100% (Very Good).

In the path analysis there are two regression models namely model I and model II, with the following results :

**Table 1.**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,193	1,451		5,648	,000
	Komitmen	,207	,063	,250	3,282	,001
	Kompetensi	,395	,055	,544	7,152	,000

a. Dependent Variable: Motivasi

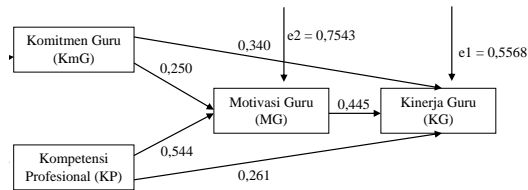
Based on Table 1 above, it can be seen that in the regression model I found the significance value of the variables of commitment and professional competence of teachers respectively 0.001 and 0,000. The significance value is smaller than the 0.05 significance level so it can be concluded that the two variables significantly influence teacher motivation. The contribution made by each independent variable to the dependent variable is the commitment variable of the teacher contributing 0,250 or 25% to the learning outcomes. While the teacher's professional competence variable contributed 0.544 or 54.4% to teacher motivation.

**Table 2.**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,871	1,433		-,608	,545
	Komitmen	,329	,057	,340	5,748	,000
	Kompetensi	,221	,058	,261	3,800	,000
	Motivasi	,520	,084	,445	6,180	,000

a. Dependent Variable: Kinerja

Based on Table 2 above it can be seen that in the regression model II found that the significance value of the teacher commitment variable is 0,000, the teacher professional competency variable has a significance value of 0,000 and the teacher motivation variable has a significance value of 0,000. The significance value of the variable commitment, professional competence and teacher motivation is smaller than the significance level value of 0.05, thus it can be concluded that the three variables significantly influence teacher performance. The contribution made by each independent variable to the dependent variable, namely the teacher's commitment variable, contributed a significant amount of 0.340 or 34% to the learning outcomes. The teacher's professional competence variable also gave a significant contribution that is 0.261 or 26% to the learning outcomes, and the teacher motivation variable gave a significant contribution namely 0.445 or 44% to the teacher's performance. The path relationship diagram can be observed in Figure 2.



**Figure 2.**

Model I :  $MG = b_1K + b_2KP$

$$MG = 0,250 + 0,544$$

Model II :  $KG = b_1K + b_2KP + b_3MG$

$$KG = 0,340 + 0,261 + 0,445$$

Based on the hypothesis test, the following results were obtained :

### The Effect of Teacher Commitment on Teacher Performance

The results showed, testing the first research hypothesis ( $H_1$ ) which states that commitment has a positive effect on teacher performance can be accepted. This provides evidence that empirically the teacher's commitment has a positive effect on teacher performance. The path coefficient influence of teacher commitment to teacher performance reaches 0.340 with a significance level of 0,000.

This fact implies that the State Vocational School teachers in Blora Regency have a good commitment so that the relationship between themselves and the duties and obligations as a teacher can give birth to responsive and innovative responsibilities and attitudes towards the development of science and technology. The results of good teacher commitment significantly influence teacher performance, according to what was formulated by Mangkunegara (2011) and Sudjana (Irnawati, 2015) namely that commitment is the main capital for a teacher to perform well.

The empirical findings above are relevant to the research of Mispar, Hendri (2018) which shows that the commitment of educators is positively and significantly related to the performance of educators in the West Sumatra Regional Police School. Sumantri, Rita Fahdila (2012) the result is a positive influence on teacher commitment to job satisfaction or teacher performance.

Based on these findings it is clear that commitment is an absolute requirement that must be had by teachers to obtain good teacher performance. A teacher must obey school rules, have a sense of responsibility towards students, schools and the country so that they will get good and maximum performance.

### The Effect of Professional Competence on Teacher Performance

The results showed, testing the research hypothesis ( $H_2$ ) which states that teacher professional competence has a positive effect on teacher performance can be accepted. This provides

evidence that empirically the teacher's professional competence has a positive effect on teacher performance. The path coefficient of the influence of teacher commitment to teacher performance reaches 0.261 with a significance level of 0.000.

The empirical findings above are relevant to Mustiningsih's (2016) research which shows that professional competence is positively and significantly related to the performance of PAUD teachers in Driyorejo District, Gresik Regency. Sumantri, Rita Fahdila (2012) the result is the positive influence of teacher learning management competencies on job satisfaction or teacher performance where learning management competencies are teacher professional competencies at the micro level.

Based on these findings it can be concluded that professional competence is a prescription that must be fulfilled by a teacher before carrying out his professional duties in accordance with the five core competencies Permendiknas No. 16/2007 include: (a) mastering the material, structure, concepts, and scientific mindset that supports subjects who are able to, (b) master the competency standards and basic competencies of the subjects being taught, (c) develop subject matter creatively, (d) develop sustainable professionalism by taking reflective actions, and (e) utilize information and communication technology to develop self.

### The Effect of Commitment on Teacher Motivation

The results showed, testing the research hypothesis ( $H_3$ ) which states that teacher commitment has a positive effect on teacher motivation can be received. This provides evidence that empirically the teacher's commitment has a positive effect on teacher motivation. The path coefficient of the influence of teacher commitment to teacher performance reaches 0.250 with a significance level of 0.001.

The empirical findings above are relevant to Badjuri (2009) research which shows that organizational commitment has a significant influence on job satisfaction. Tranggono and Kartika (2008) the result is that organizational commitment has a positive effect on job satisfaction.

Based on these findings it can be concluded that good teacher commitment will lead to good motivation so that teacher performance is expected to be better.

### The Effect of Professional Competence on Teacher Motivation

The results showed, testing the research hypothesis ( $H_4$ ) which states that teacher professional competence has a positive effect on teacher motivation can be accepted. This provides evidence that empirically the teacher's professional competence has a positive effect on teacher motivation. The path coefficient influence of teacher

commitment to teacher performance reaches 0.544 with a significance level of 0.000.

The empirical findings above are relevant to Mustiningsih's (2016) research which shows that professional competence is positively and significantly related to PAUD teacher motivation in Driyorejo District, Gresik Regency. Brotosedjati, Soebagyo (2011) the results are training, work experience, workload, assessment system, and supervising competence directly influence the work motivation of TK-SD supervisors both partially pervariable and together. Based on these findings it can be concluded that professional competence must be possessed by a teacher so that motivation arises in the hope that good teacher performance can be created.

### **The Effect of Motivation on Teacher Performance**

The results showed, testing the research hypothesis (H<sub>5</sub>) which states that teacher motivation has a positive effect on teacher performance can be accepted. This provides evidence that empirically teacher motivation has a positive effect on teacher performance. The path coefficient of the influence of teacher commitment to teacher performance reaches 0.445 with a significance level of 0,000.

The empirical findings above are relevant to Badjuri (2009) research which shows that motivation has a significant influence on job satisfaction. The results of the research of Tranggono and Kartika (2008) and Romadhon, Candra and Arifah, Dista Amalia (2015) also prove that motivation has a positive effect on job satisfaction.

Based on these findings it can be concluded that good teacher motivation will lead to better teacher performance, this is one of the reasons because teachers are motivated to excel.

### **The Effect of Teacher Commitment on Teacher Performance Through Teacher Motivation**

The results showed, testing the first research hypothesis (H<sub>6</sub>) which states that teacher motivation significantly mediates the effect of commitment on teacher performance can be accepted. Where the value of the non-standardized indirect effect of bootstrap is 0.2297, and the 95% confidence interval (CI) ranges from 0.0507 to 0.4050. This provides empirical evidence that teacher motivation is able to significantly mediate teacher commitment to teacher performance.

The empirical findings above are relevant to Badjuri (2009) research which proves that organizational commitment has a significant positive effect on job satisfaction. Mustiningsih, et al (2016) showed that there was a significant indirect relationship between career development and teacher performance through motivation

possessed by PAUD teachers in Driyorejo District, Gresik Regency.

Based on these findings it is clear that motivation can also affect the high or low performance of a teacher, and therefore there is an indirect relationship between the commitment of teachers in improving teacher performance through their motivation.

### **The Effect of Teacher Professional Competence on Teacher Performance Through Teacher Motivation**

The results showed, testing the first research hypothesis (H<sub>7</sub>) which states that teacher motivation significantly mediates the effect of professional competence on teacher performance can be accepted. Where the value of the non-standardized indirect effect of bootstrap is 0.2955, and the 95% confidence interval (CI) ranges from 0.1288 to 0.4581. This provides empirical evidence that teacher motivation is able to significantly mediate teacher professional competence on teacher performance.

The empirical findings above are relevant to Badjuri (2009) research which proves that professional commitment has an indirect effect on job satisfaction with motivation as an intervening variable. Mustiningsih, et al (2016) show that there is a significant indirect relationship between professional competence and teacher performance through motivation possessed by PAUD teachers in Driyorejo District, Gresik Regency.

Based on these findings it is clear that the higher the competency possessed by the teacher, the higher the performance produced by the teacher, but in fact it is not only professional competency that can affect the level of performance of a teacher. Motivation can also affect the high or low performance of a teacher, and therefore there is an indirect relationship between professional competence in improving teacher performance through the motivation he has.

## **CONCLUSION**

There is a significant indirect relationship between motivation and professional commitment and competence, it can be concluded that motivation is able to significantly mediate the effect of commitment and professional competence on teacher performance, so that high commitment and professional competence also requires high motivation to produce high teacher performance. well.

It is expected that teachers at State Vocational Schools in Blora Regency will not be easily satisfied with their commitment, professional competence and motivation and performance because science is always changing according to the times as well as curriculum and teaching methods that are always dynamic. The results of this study can be used as a reference in conducting further research, and can



develop models and research discussions in accordance with the demands and development of educational conditions in a wider scope.

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